

Future Flight Design			
2006 Science			
Learning Standards			
District of Columbia Science			
Grade 5			
Activity/Lesson	State	Standards	
Air Transportation Problem	DC	SCI.5.1.3	Realize and explain why predictions may be more accurate if they are based on large collections of similar events for statistical accuracy.
Aircraft Design Problem	DC	SCI.5.9.2	Demonstrate that if the forces acting on an object are balanced so that the net force is zero, the object will remain at rest if it is initially at rest or will maintain a constant speed and direction if it is initially moving.
Aircraft Design Problem	DC	SCI.5.9.3	Describe that unbalanced forces cause changes in the speed and/or direction of motion of an object (acceleration).
Aircraft Design Problem	DC	SCI.5.9.5	Describe that the greater the net force, F , applied to a body, the greater its acceleration, a . Describe that the greater the mass, m , of an object, the smaller the acceleration produced by a given force.
Future Flight Design			
2006 Science			
Learning Standards			
District of Columbia Science			
Grade 6			
Activity/Lesson	State	Standards	
Air Transportation Problem	DC	SCI.6.1.5	Write a report of an investigation that includes the problem to be solved, the methods employed, the tests conducted, the data collected or evidence examined, and the conclusions drawn.
Air Transportation Problem	DC	SCI.6.1.8	Record and organize information in simple tables and graphs, and identify relationships they reveal. Use tables and graphs as examples of evidence for explanations when writing essays or writing about lab work, fieldwork, etc. Read simple tables and graphs produced by others, and describe in words what they show.
Air Transportation Problem	DC	SCI.6.2.2	Explain that technology is essential to science for such purposes as measurement, data collection, graphing and storage, computation, communication and assessment of information, and access to outer space and other remote locations.

Aircraft Design Problem	DC	SCI.6.1.5	Write a report of an investigation that includes the problem to be solved, the methods employed, the tests conducted, the data collected or evidence examined, and the conclusions drawn.
Future Flight Design			
2006 Science			
Learning Standards			
District of Columbia Science			
Grade 7			
Activity/Lesson	State	Standards	
Air Transportation Problem	DC	SCI.7.1.5	Communicate the steps and results from an investigation in written reports and verbal presentations.
Air Transportation Problem	DC	SCI.7.1.6	Incorporate circle charts, bar and line graphs, diagrams, scatter plots, and symbols into writing, such as lab or research reports, to serve as visual displays of evidence for claims and/or conclusions.
Future Flight Design			
2006 Science			
Learning Standards			
District of Columbia Science			
Grade 8			
Activity/Lesson	State	Standards	
Air Transportation Problem	DC	SCI.8.1.3	Restate or summarize accurately what others have said, asking for clarification or elaboration, and expressing alternative positions.
Aircraft Design Problem	DC	SCI.8.11.1	Recognize that a force has both magnitude and direction.
Aircraft Design Problem	DC	SCI.8.11.2	Observe and explain that when the forces on a object are balanced (equal and opposite forces that add up to zero), the motion of the object does not change.
Aircraft Design Problem	DC	SCI.8.11.3	Explain why an unbalanced force acting on an object changes the object's speed or direction of motion or both.
Aircraft Design Problem	DC	SCI.8.11.4	Know that the greater the mass of an object, the more force is needed to change its motion.